DOCUMENT RESUME

ED 187 965 CE 025 748

TITLE Project CHOICE: #11. A Career Education Unit for Junior High School. Careers for Good Speakers. (Communications and Media Occupations Career Cluster).
INSTITUTION Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Sep 77
NOTE 13p.: For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, and CE 025 738-765.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Awareness; Career Development; *Career Education; Educational Resources; Instructional Materials; Junior High Schools; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; *Speech Communication; Teaching Guides; Units of Study
IDENTIFIERS Project CHOICE

ABSTRACT

This junior high teaching unit on careers for good speakers, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of the careers which are open to good speakers. (This unit is one of six in the series on communications and media careers. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

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## FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
Robin Cole
Standard School District
Carol Hatcher
Beardsley School District
James Murphy
Greenfield Union School District
Dan Sawyer
Tehachapi Unified School District
Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services



JUL 21 1980

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS FOR GOOD SPEAKERS

Communications and Media Occupations Career Cluster

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Communications and Media Occupations Career Cluster

# CAREERS FOR GOOD SPEAKERS

## RATIONALE

Students need to become aware of the need for good speech skills in many occupations, and of the many careers which are open to good speakers. Students will gain background information and understand the requirements for entering some of these fields.

## GOALS

Through this unit the students will:

-Become aware of career opportunities with speech prerequisites.

-Become aware of requirements to enter these fields.

-Gain an awareness of services offered by careers requiring abilities as a speaker.

-Gain an awareness of how the community depends on these services.

## PERFORMANCE OBJECTIVES

By the end of this unit the students will be able to:

-Identify ten different occupations requiring training in public speaking.

-List requirements needed in order to enter at least five of these fields.

-Identify the services performed by each of the five careers selected.

-Identify community dependence on each of the five careers selected.

## INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

AVAILABLE IN THE INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:
- MP 4219 How to Give and Take Instructions (Presents five skills necessary for clear and effective communication). (9-12)
- MP 660 Job Interview: Three Young Women (7-12)
- MP 661 Job Interview: Three Young Men (7-12)
- MP 2432 Is A Sales Career For You? (9-12)
- MP 2450 Applying For A Job (9-12)
- MP 2427 Is A Career In Radio or T.V. For You? (9-12)
- MP 2670 Careers: Sales (9-12)
- MP 2270 Beyond All Barriers (7-12)
- MP 1338 Do Words Ever Fool You? (6-12)
- MP 2269 Hello - I Need To Tell You Something (7-12)
- FS 3321 Selling Yourself To An Employer (9-12)

COMMUNITY RESOURCES

Mr. Green; Personnel Department, Sears and Roebuck; 832-2111; Bakersfield; (will speak on interviewing procedures and demonstrate using a mock interview).

Billy Manders; KERN Disk Jockey; 5600 Planz Road; 832-1410; Bakersfield.

Christy Clark (Christy Albright); KUZZ Disk Jockey; 393-1500; Bakersfield.

Ron Baldwin; KBAK; 327-7355; Bakersfield.

Communications and Media Occupations Career Cluster

CAREERS FOR GOOD SPEAKERS

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

Take the pretest to find out how much you already know about careers for good speakers.

2. BRAINSTORMING

By yourself, with a small group of other students, or with the whole class, take 5 minutes to write down as many occupations as you can think of which require a background in speech. The rules in brainstorming are:

a. Try to find as many alternatives as possible
b. No judgment or evaluation of ideas as they are offered
c. Modifying or building on someone else's ideas is OK
d. A group recorder writes all ideas on chalkboard or paper

Keep your own individual list of the occupations listed in the brainstorming session. When the brainstorming time is over, code your list: place a T beside those which require training beyond high school, a check (✓) beside those you would like to find out more about.

3. VIEW FILM: APPLYING FOR A JOB. (See films available at Instructional Resources Center). Specific information on techniques and procedures for job applicants.

After viewing this film, make an individual list of all the ways good speaking habits help in interviewing for a job. When the lists are completed, break into small groups for a limited amount of time and make a master list of all the ideas from each members list. Then choose a spokesperson for each group to tell the others in the class your ideas. Finally, have each group's spokesperson report on their groups ideas to the class. These ideas will be recorded on the board and the entire class can then discuss the importance of speaking well in an interview.

4. INTERVIEW A GOOD SPEAKER

Interviewing someone is an important speech skill. Put this skill to work in finding out more about a specific occupation. Use this page as a checklist, and to make notes for your own use:

First, read the chapter in your speech textbook on the skills involved in interviewing.

Then, telephone your interviewee and arrange a specific time for the interview.

Practice, with a classmate, the techniques described in the book, so that you feel comfortable asking questions. Take turns as interviewer and interviewee. Use the questions on the interview sheet or make up some of your own.

Prepare for the interview.

Write the date and time here and be on time!

Have your materials (outline sheet and pen or pencil) handy, so that you can make good notes.

Review your notes right after the interview, when you can easily remember extra details and write them down.

Complete your interview sheet after reviewing your notes.

INTERVIEW SHEET

I. Job or occupation _____

A. Description of job _____

_____

B. Tell some of the things that you do on this job _____

_____

C. Why is this job important? _____

_____

II. What does this job offer? _____

_____

A. Chances of future employment _____

_____

B. Rewards of this job _____

_____

C. Disadvantages of this job _____

_____

D. Opportunities in this job _____

1. Further learning while on the job _____

_____

2. Hours of work, vacation, and so on _____

_____

3. Advancements _____

_____

III. What is needed to get the job?

A. How much education is needed and of what kind? _____

_____

INTERVIEW SHEET (Cont.)

B. Skills necessary _____

_____

IV. How do you feel about this job?

A. What do you like about this job? _____

_____

B. What do you dislike about this job? _____

_____

10

5. REPORT TO THE CLASS

What did you learn in your interview? Prepare a 3-minute report for your class in which you share the results of the interview. Make a brief outline on the cards. Include a brief introduction of your reasons for choosing the specific job and person for your interview, and a conclusion which indicates how you feel about this job.

6. VIEW FILMS CAREERS: SALES or IS A SALES CAREER FOR YOU? (See films available at Instructional Resources Center).

After viewing, invent a product and prepare a 30 second to one minute sales pitch on your product. Present your product and sales pitch to the class.

YOUR CHOICE:

7. WHAT'S MY LINE?

With a group of other students, create a "panel show." Arrange chairs and tables for one student as moderator, four "panelists," and one "Mystery Guest." Panelists take turns asking the guest questions about his/her occupation; these questions must be answerable with "yes" or "no." Students change places so that each has a turn as guest. When it is your turn to be the guest, choose your occupation from the list of "Careers for Good Speakers" you made up for Activity 2, and from those you heard reports on in the class. Answer the questions with information you gained from the reports.

Ten "no" answers and the "mystery guest" wins!

8. VIEW FILM IS A CAREER IN RADIO OR TELEVISION FOR YOU?

-Present 3 to 5 minute news, weather, or sports broadcast to class simulating radio or T.V. conditions.

-Where possible video tape the broadcasts using students interested in the various occupations as cameramen, director, stage manager, etc.

9. THIS IS A RECORDING!!

Recorded messages are an important source of information; preparing a recorded message is a special skill involved in many jobs. Using the newspaper or other local sources, develop one of the following messages: a weather report, a report on the day's fishing count, the program and admission costs at a theatre, the services and sermon topics at a church. Tape record your message and play it back for a friend. Did you give all of the important information? Was your message easy to understand? Record it again, if you wish, to improve the quality of your talk.

10. POST-TEST--SPEAKING OUT

Make slips of paper, each one listing one "Occupation for a Good Speaker"; put these slips in a paper bag. Each participating student draws a slip from the bag. The following day he/she gives a 1-minute talk as though he/she were a person holding that occupation. Include in your talk, something about the services which you (in that occupation) provide to a community, and how the community depends on you.

CAREERS FOR GOOD SPEAKERS

Pretest

1. State briefly how each of the workers named below use speaking skill.

   a. Bankers

   _____

   _____

   b. Actors and Actresses

   _____

   _____

   c. Airline Pilots

   _____

   _____

   d. Clergymen

   _____

   _____

   e. Doctors

   _____

   _____

   f. Realtors

   _____

   _____

   g. Policemen

   _____

   _____

   h. Teachers

   _____

   _____

   i. Radio and Television Announcers

   _____

   _____